

# OVERVIEW OF ASSESSMENT AND QUALITY ASSURANCE ON TVET AND A PROPOSAL FOR TURKEY

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**Index:** Assesment, Quality Assurance, Accreditation, Vocational Education.

**Abstract:** The purpose of this study is to search assessment and quality assurance principles, elements and criteria for the 21<sup>st</sup> century in terms of national and international competitiveness. Also this study makes suggestions to develop Turkish Vocational Education System in the new century.

The quality assurance system and accreditation of vocational education programmes is concerned with their characteristics, assessment, standards of excellence, and fitness for purpose.

## 2. INTRODUCTION

Quality Assurance System requires the range of quality issues within curriculum, institutional and staff development, linkage industry, commerce government, the unions, non governmental organisations and setting up the Quality Assurance and Assessment Centre[1].

Assessment is perhaps the most vital of all the processes in vocational education. A high quality assessment system provides the right emphasis on the different aspects of a course, gives students appropriate feedback, ensures that the right students are deemed to have learnt sufficient, and results in a qualification that is well understood. With the right procedures in place, students can be confident in the quality of their training, and employers can have confidence in qualified students.

Quality assurance systems monitors the way a centre carries out its responsibilities depends on the type of centre and the type of qualification being offered. Qualifications is assessed by different types internal and external assessment methods.

## 3. SOME QUALITY ASSURANCE AND ASSESSMENT SYSTEMS IN THE WORLD

### 3.1. Quality Assurance Systems in European Countries

There is not one body responsible for the recognition of vocational and Technical Education in Europe.

Each of the member states has it is own national coordinator responsible for the implementation of directives.

There is study to have common quality assurance system in European Union[2].

### 3.1.2. Quality Assurance and Assessment System in UK.

The UK Qualifications and Curriculum Authority (QCA) came into being on 1997. The new organization brings together the work of National Council for Vocational Qualifications (NCVQ)

and the School Curriculum and Assessment Authority (SCAA) with additional powers and duties, which gives it an overview of curriculum, assessment and qualifications across the whole of education and training from pre-school to higher vocational education levels[3].

QCA is a non-departmental government body under Department for Education and Employment. In addition to government, QCA represents schools, colleges and training providers; regional bodies and professional associations; parents and school governors; other national bodies and awarding bodies, which offer a wide range of qualifications.

The Scottish Qualifications Authority (SQA) was formed the merger of The Scottish Vocational Education Council (SCOTVEC) and the Scottish Examination Board (SEB). It has taken over all the functions of both it is predecessors and is the national body responsible for most types of qualification in Scotland[3].

SQA's awards can be taken at five different levels, reflecting the increasing levels of difficulty, complexity, or specialization, in a profession or occupation in England, Wales and Northern Ireland, the corresponding qualifications are known as National Vocational Qualifications and Curriculum Authority (QCA) and there should be mutual recognition of SQA and QCA throughout the UK.

### **3.1.3. Quality Assurance and Assessment in the Germany.**

Quality Assurance and Quality Improvement of Persons, Products and Processes is implemented and monitored by private and public organizations in Germany[4].

The basic process of quality assurance consists of four steps in German Quality System:

1. Standards committees develop and adapt standards,
2. Accrediting institutions approve standards,
3. Competent institutions assess quality,
4. Awarding bodies award accreditation or certification.

### **3.1.4. Quality Assurance System on Some European Countries**

- The programmed of the French Baccalaureate professional, created in 1985, is not equivalent to the traditional academic programmers but is designed to be more attractive to students than the other vocational programmers.
- The Norwegian and Swedish reforms that established comprehensive upper secondary schools were introduced in 1994. Academic competencies were extended to vocational students by incorporating more general subjects into vocational programmers. Norwegian reforms affect both educational structures and curricula, While the Swedish reform is mainly structural in emphasizing unification.
- The Finnish “ Youth education reforms” begun as an experiment in 1992, has broadened the range of qualifications available especially to vocational students[6].

There is no quality assurance system in European countries like UK. But European Union countries could like have system for international recognition of vocational qualifications[2].

## **3.2. Quality Assurance and Assessment System in USA**

- In the United States, accreditation is voluntarily sought by institutions and is conferred by non-governmental bodies. There are two types of educational accreditation: institutional and specialized[7].

- An institutional accrediting body evaluates an entire institution in terms of its mission and accredits the institution as a whole. It reviews more than the educational offerings of the institution; it also assesses such characteristics as governance and administration, financial condition, admissions and student personnel processes, institutional resources, and relationships with outside communities. Institutional accreditation is provided by regional associations of schools and colleges (each named after the region in which it operates-Middle States, New England, North Central, Northwest, Southern, Western) and by several national associations (CHEA, AAHE, ACEnet, MHEC, AACC etc) that limit their scope to particular kinds of institutions. While independent of one another, the regional associations cooperate extensively and organize one another's accreditation.

### **3.3. Quality Assurance System in Australia and in New Zealand**

In January 1995, Australia introduced a unified qualifications system for three education sectors; higher education, secondary education, technical and further education; and the previously varied "system" of qualifications has been replaced by one certificate, awarded at four levels, a diploma and an advanced diploma universities continue to issue diplomas and advanced diplomas along with degrees.

### **3.4. Quality Assurance System in Hong Kong**

There are three bodies which offer the Higher Diploma (HD) which is the highest vocational qualification and is at the sub-degree level. The University Grant Committee (UGC) is responsible for seven university institutions –two of which (City University of Hong-Kong-City U and Hong Kong Polytechnic University –Poly U) offer H.D. The Vocational Training Council (VTC) has two Hong Kong Technical Colleges (TCs) which offer the H.D. and the Open Learning Institute of Hong Kong (OLI) is the third body. City U HD graduates are widely accepted in English Universities[8].

### **3.5. National Technical Qualification System in Korea**

Korea introduced the National Qualification Testing (NTQT) system and scheme in 1967. The aim of the NTQT scheme is to officially test and recognize the occupational technical knowledge and skill standards of individuals and thereby properly guide and direct the training and development of skilled technical manpower required by the business, industries and governmental organizations and at the same time to improve and chance to socia-economic status of skilled technical people:

There are three major qualification categories or divisions in the NTQT system. Engineer Group, Craftsman Group and Service or Business Group[9].

## **4. A PROPOSAL FOR QUALIFICATION SYSTEM IN TURKEY**

In this section it will be given general information about Turkey, Turkish education system and proposed qualification system for Turkey.

### **4.1. Background Information about Turkish Education System**

Turkish governments spend a lot of efforts to develop the Vocational Turkish education system since 1984.

General aspects of Turkish Education System is divided into two main sections as formal and non formal education. Formal education system is also divided in to two sections as a basic education (8

years), high school and higher education. Ministry of National Education is directly responsible basic education, high school and indirectly higher education. The Council of Higher Education is responsible for planning, coordination and supervision of higher education within the provision of higher education within the provisions set forth in Higher Education law[10].

Turkish governments got loan from World Bank and other loan institutions approximately 500 million USD between 1984-1997 years to develop vocational-technical teacher education at vocational-technical high schools and two years college levels. It could not be established quality assurance system and vocational technical teacher education center especially for two years college so far.

Higher Education in Turkey is at least two years education. Faculty and 4 years colleges education included higher education.

All Universities and Higher education institutions are affiliated with the Higher Education Council (YÖK).

The Council is an autonomous body with the authority and responsibility to administer the activities of all higher education institutions, including universities (faculties, institutes, and two years college.).

There are 75 Universities (53 state + 22 foundation universities), 457 faculties, 221 Institutes, 154 four year colleges, 422 two years colleges.

The number of students attending Universities and other higher education institution in 1999-2000 academic year is about 1 477 000 (43 % female).

The number of teaching staff in higher education is 62 223, comprising 7 980 full professors, 4 948 associate professors, 9 489 assistant professors, 7 482 lecturers, 5 427 language instructor, 25 174 research assistants, and 43 529 others[11].

## **4.2. Improving Quality of Vocational and Technical Education in Turkey**

The rapid development in technology, the globalizations of markets and improvement in communication have affected the national economics of countries. New challenges and new demands are making necessary to reevaluate the educational system in Turkey. In order to meet new standards and set up the qualification system of national and international system in Turkey is being restricted[12].

There is not one body responsible for recognition of vocational qualifications at diploma and certificate education training in Turkey.

Higher Education Council is responsible of higher education (faculties, four-two year colleges etc.)

And Undersecretary of Education and five Deputy Undersecretaries coordinate and monitor the education programmes within the Ministry of National education (MONE). Several types of formal and informal industrial technical schools operate through the General Directorate of Technical and Vocational Education.

### **4.2.1. Level of Certificates in Proposed Turkish Qualification System (TQS)**

- Level one - Entry level,
- Level two - Operative level,
- Level three - Craft, technician or supervisory level,
- Level four - Higher Technician Level,
- Level five - Management or professional level [1]

#### 4.2.2. Schematic Diagram of Proposed Turkish Qualification System

Proposed Turkish Qualification System can be seen in figure 2. Details (operation, procedures, stakeholders of system, assessment, awarding bodies etc.) of proposed system can be discussed later.

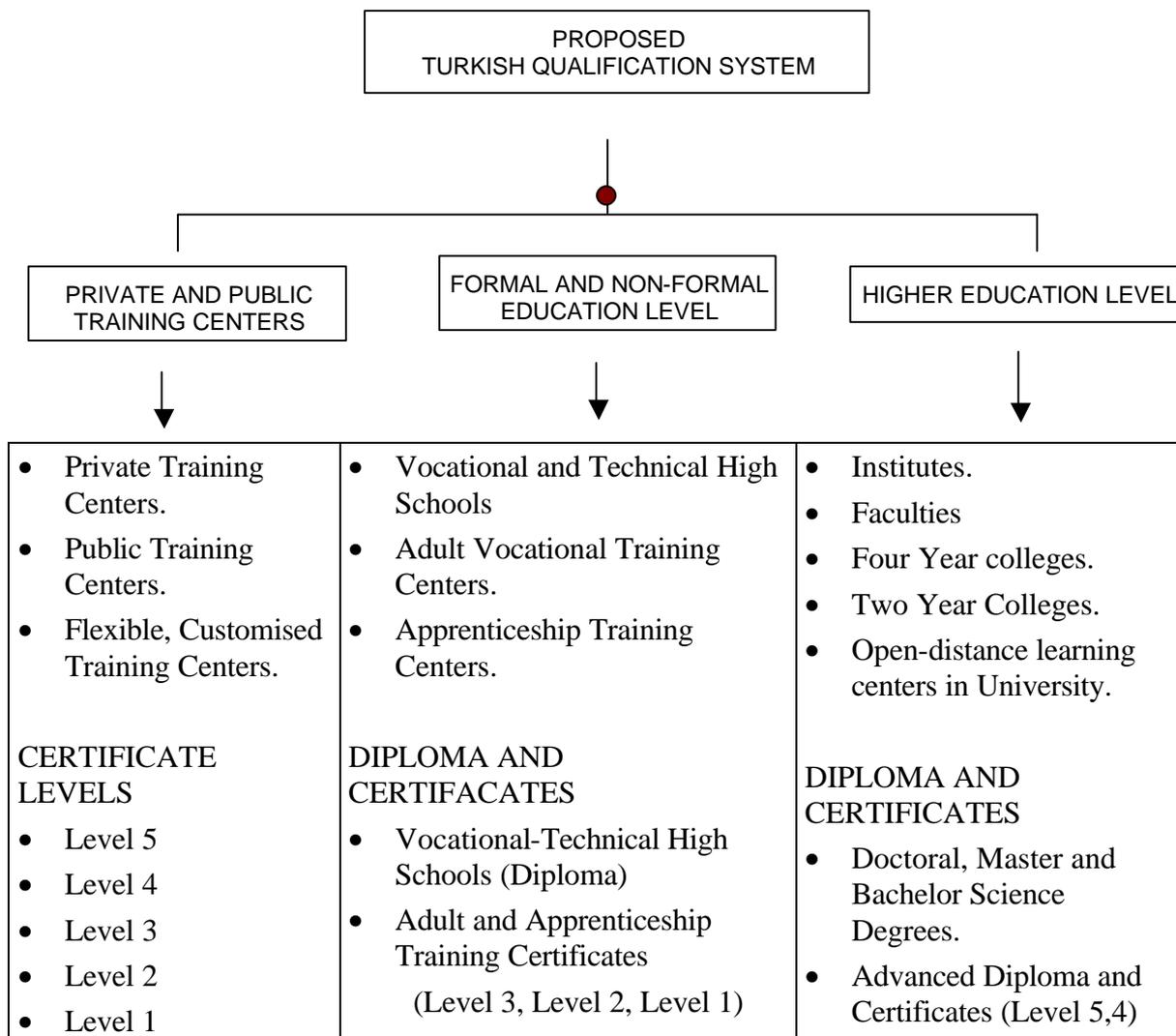


Figure 1. Proposed Turkish Vocational Qualification System

#### 5. CONCLUSION AND RECOMMENDATION

- Turkey, like the rest of the world, is in transition to on information society through fundamental changes in its production systems and the related technology base.
- Essential principles of restructuring vocational and technical education are: formation of new system based on the business/industry-school/college cooperation, leading to a certificate and/or diploma education, Turkey needs very urgent to establish quality assurance system like UK, Taiwan, Hong-Kong, Australia, Korea, USA, Germany etc.
- It should be developed open and distance learning centers to educate the rest of the young people whom have not chance to enroll the universities and not to get high school education.

- It should be opened vocational technical education centers to be trained the instructor, and teacher to teach them new technology, knowledge in their occupational areas and a foreign language and basic level computer education with period of the 5 years.
- Programs should be designed on a modular basis (like UK), leading to diploma and certificates which will provide for horizontal and vertical transitions between T.Y. colleges and T.Y. colleges and from two years colleges to faculties.
- Vocational and technical training programmes should be designed to prepare students for employment in conformity with international standards, to facilitate the integration process with Europe and developed countries.
- Graduates from vocational and technical training programmes should be able to enter two years college and curriculum of programmes should be so designed to integrate between vocational high school and two years colleges and from two years college to faculties.

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